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EDITORIAL

Oriental Colleges

These colleges deserve great encouragement in the interest of development of the languages for which they offer special courses. At least in this period of developmental plans, these colleges should be put on a par with other Arts colleges in respect of remuneration of the Staff.

We are glad that Headmasters of Oriental Secondary Schools, that offer courses equivalent upto the S.S.L.C. course, have been placed on a par with Headmasters of High Schools. Similarly, the professors and Principals of the Oriental Colleges need to be placed on a par with those in Arts colleges.

These colleges offer post-Matric Courses. The principals are to possess qualifications higher than those possessed by Headmasters of Oriental Secondary Schools. As such, the anomaly of a Principal getting now or at any future point of time salary less than that of the Headmaster of an Oriental Secondary School should not creep in.

We sincerely hope that necessary steps will be taken to revise the salaries of the staff of these Colleges adequately at least now, when the importance of these languages has been recognized in connection with the production of advanced literature in Tamil.

Payment of Salaries in Aided Elementary Schools

Our thanks are due to the Government for their recent orders to pay the Teachers in Aided elementary schools salaries on the 1st of the subsequent month. We trust this step, which will to some extent alleviate the distress of Teachers, will be extended to Teachers in elementary schools under local Boards also.

Memorandum to the Government

The detailed memorandum of the Union on the revised scales and allowances to Teachers has been published elsewhere in this journal. Teachers expect at an early date favourable orders on the points raised in the memorandum.

Delays in Payment of Revised Scales and Allowances

The illiberal interpretation of the Government Orders on fixation has led to disappointment to a large number of Teachers in Elementary and Secondary Schools. We know the benefits conferred on Teachers by the Government Orders must reach them ultimately and payment as per the orders has to be made to Teachers some day or other. But, delays cause a lot of disappointment to Teachers. Departmental orders urging the Managements to pay the legitimate dues to Teachers as per the Government Orders are urgently necessary to give relief to Teachers. It passes one's understanding how one can be adversely affected or refused the minimum guaranteed benefit of Rs. 5 in the course of fixation.

Pre-Primary Education

We are glad that pre-primary schools are not to be attempted by our State for financial reasons. As pointed out by us previously, there is no need for such schools in our country.

The proposals to gather children of the pre-primary stage for an hour or so for play and games under the super-

vision of elders is quite welcome ; but payment to such supervisor is inevitable for the success of such a proposal.

National Award

We invite the attention of our Readers to the short sketch of the activities of Sri M. Arunachalam, M.A., L.T. one of the recent recipients of the National Award for Teachers.

We wish Sri M. Arunachalam many more years of continued activities for the cause of Education.

MY IMPRESSIONS OF THE 35th ALL INDIA EDUCATIONAL CONFERENCE

E. S. DEVANATHAN

This year the 35th All India Educational Conference was held at Kanpur from 27th to 31st December 1960. As usual the Conference was well attended. There were about 1,500 delegates from all over India. Bengal and Bombay contributed large number of candidates as usual.

The venue of the conference, Kanpur is an important City in Uttar Pradesh. It has come to be known as 'the industrial capital of Northern India, since it has a large number of Industries. The Ganges forms the northern boundary of the City.

Madras was represented by ten delegates excluding Sri S. Natarajan M.L.C. who is a Vice-President of the A. I. F. E. A. The veterans Sri T. P. Srinivasavaradhan, M.L.C. and Sri C. Ranganatha Iyengar of the S.I.T.U. were the guides. The following delegates took keen interest in the activities of the conference : 1. Sri A. K. Seetharaman, Headmaster, P. S. High School ; 2. Sri T. N. Sundaram, Head Master, T. Nagar High School ; 3. Sri Fazlur Rahman, Head Master, Islamiah High School, Pernampet ; 4. Mrs. Saraswathi Sreenivasan, Head Mistress, Avvai Home and Vice-President of S. I. T. U. ; 5. Sri P. V. Ramasamy Ayyar ; 6. Sri V. G. G. Sarma of the P. S. High School ; 7. Sri E. S. Devanathan and 8. Sri S. Radhakrishnan of Board High School, Ranipet. Sri N. Padmanabhan of the Oxford University Press acted as the Manager of the team.

Most of us started by the Janatha Express on the 23rd as many of us had to attend the A.I.S.T.A. which had its Sessions on the 26th and 27th of Dec. '60. We reached the Kanpur Central on the evening of 25th and the volunteers received us at the station. As the lodging arrangements were yet to be finalised, we were compelled to be the guests of a hospitable South Indian family. The next day we moved on to the D. A. V. College, the venue of the Conference. The sectional conferences of the A. I. S. T. A. were mostly presided over by Sri S. Natarajan, a Vice-President. On the 27th evening the All India Educational Exhibition was opened by Sri Acharya Jugal Kishore, Education Minister of Uttar Pradesh, at G. N. K. College. Sri Keskar, Union Information Minister who presided over the function stressed the importance of exhibitions on such occasions.

The Inauguration of the Conference was held in the big auditorium named Anand Swarup Library of the D. A. V. College. To our surprise it accomodated nearly 3000 people. The Chief Minister of U. P., Sri C. B. Gupta, in his inaugural address stressed the importance of the teaching profession. His speech revealed that he would give top priority for education in his State.

This Conference was of special interest to us because our Eduction Minister Sri C. Subramaniam, presided over its deliberations. In his presidential address, he traced the history of the three stages of education namely, the Elementary, the Secondary and the University and explained in detail how the medium of instruction in the Uni-

versity is slowly and cautiously changed into Tamil in the Madras State. His exposition of the educational problems of the day showed him not only as a statesman but also a great educationist.

Sri S. Natarajan has been re-elected Vice-President of the Federation. Janab C. M. Fazlur Rahman, and Sri A. Srinivasaraghavan continue as members of the Executive Committee.

"The Khattry Memorial Lecture" was delivered by Sri M. N. Anwar, M.P., who was the Reception Committee Chairman of the Vellore School Improvement Conference. Sri Anwar explained the Madras School Improvement Conferences and the Mid-day Meals Scheme. Sri C. Subramaniam also referred to the voluntary contributions of the Public in making the S. I. Conferences a success. Delegates from other States showed keen interest in the above schemes and asked us about more details.

Delegates participated in the sectional conferences. But the Secondary Education Section attracted large numbers since it discussed about the proposed "National Service Scheme". The spirit of the discussion revealed the overall opposition to the proposed scheme.

As was expected, the Council meetings were really interesting. The discussions centred round the forthcoming "World Educational Conference" which will be held at Delhi during July-August 1961.

I should be failing in my duty if I didn't mention the name of Sri Seetharam Jaipuria, Chairman of Reception Committee. His presence in the meetings was of inspiration to his collegues and to us. His reception in honour of Sri C. Subramaniam in his "Swadesi House" was well attended. In conclusion I may add that the weather was better, not so cold as expected. We had a pleasant trip and a happy stay. The feeling of freshness due to a dip in the holy Ganges is still fresh in my memory.

THE CARNATIC ENGLISH COURSE

FOR STANDARD V

Messrs. Macmillan & Co., Ltd., have published their Carnatic English Course for Std. V for the benefit of those teachers who require additional material for their reference, or for pupils' use, extra to the textbook prescribed and published by the Madras Government.

The author, Mr. Ronald Ridout, is internationally known for his textbooks and workbooks in English, and has made a most careful study of the reorganised syllabus in English for Madras State. It is the belief of the author and the publishers that teachers will find Mr. Ridout's methods most useful in supplementing the material provided in the approved text, and will give new ideas at this most important stage in the teaching of English as a foreign language.

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THE 35th ALL INDIA EDUCATIONAL CONFERENCE, KANPUR

PRESIDENTIAL ADDRESS

By Sri C. SUBRAMANIAM,
Minister for Education, Madras

Friends,

I feel greatly honoured by the invitation of the All India Federation of Educational Associations to preside over this Conference. Apart from the close and special relationship of the Madras State to this Conference, I myself am not a stranger to you. As you might remember, I had the privilege of being the Chairman of the Reception Committee when the Conference met in Madras in 1957. As Minister-in-charge of the portfolio of education, I have always followed with keen interest the proceedings of your annual conferences and I am not trying to flatter you when I say that I have always been greatly benefited by perusing the various resolutions passed and speeches made in the Conferences. It, therefore, gives me very great pleasure to be in your midst today and take an active part in your deliberations.

I am quite conscious of the fact that I am addressing an audience of teachers who are fully conversant with the various aspects of Education, theoretical as well as practical. Nevertheless I think it worthwhile placing before you certain of my thoughts on the educational problems facing the country.

The biggest task facing India today is the fulfilment of the targets set down in Article 45 of the Constitution to provide free and compulsory education for all the children until they complete the age of fourteen. It was envisaged that this target should be reached within a period of ten years from the commencement of the Constitution. The period has already expired but we are nowhere near the target. This failure to reach the set goal, is not due to want of desire or even effort on our part, but mainly due to the obstacles and difficulties encountered in implementing the programme of free and universal education. We have now reviewed the position and have set for ourselves a less ambitious target of bringing all the children of the age group 6 to 11 into the schools before the end of the Third Plan period and attempt to raise the compulsory school-going age to 14 during the Fourth Plan period. If we now take a look at the resources allotted for this purpose in the Third Plan, we are not sure whether even this limited target is capable of fulfilment during the Third Plan period. We certainly cannot blame the planners for this state of affairs because the existing resources have to be divided between the various sectors of national development, each of which is important enough and cannot be neglected. Therefore, instead of adopting a complaining attitude regarding the scarcity of resources, we should make an endeavour to utilise the available resources to the best advantage and achieve the best results possible under the circumstances.

In the implementation of the programme of universal education, one important aspect which has got to be borne in mind is that the children who are yet to be brought into the schools, mostly belong to economically poor and, educationally and socially backward families. Mainly it is poverty which stands in the way of the parents sending their children to schools. I do

not think that any law, compelling the parents to send their children to schools, will by itself achieve the purpose. In addition to any statutory compulsion certain positive inducements will have to be offered. It is in this connection that I want to place before you the experience of Madras. The provision of midday meals to the poorer section of the children has been organised with the voluntary co-operation of the community and today in the Madras State nearly one million children are getting the benefit of this scheme, and this has given a great fillip to the enrolement of children even in the rural areas. But this has not been found sufficient to tackle the problem of girls' enrolment. The poor families are unable to afford decent clothing to their children and whatever be the position of boys, we cannot certainly expect our girls to attend schools scantily clothed. So, if we want to ensure the girls' enrolment in addition to the midday meals programme, they should be provided with clothing also. With this twin programme of midday meals and provision of clothing, I have no doubt in my mind that it would be possible to attract most of the children to schools. But this needs an enormous effort and resources. But the experience of Madras in mobilising the community resources for this purpose has been most encouraging and in this noble endeavour the teachers have played a notable part.

Another aspect of the problem which has to be borne in mind is that these children who come from the socially and educationally backward families suffer under a handicap. Because of the environment in which they have been brought up, they are comparatively, particularly in the initial stages, less receptive to education than the other children. Unless special attention is given to these children, they may not be able to keep pace with the other children and psychologically it may create complexes in the children. The teachers will have to play a benevolent role in this respect by devoting a little more time and attention to these backward children to enable them get over this initial handicap.

When millions of children have to be brought into the schools newly, it becomes necessary to establish new schools and open more classes in the existing schools. These schools should be properly housed and certain minimum equipments should be made available. It is for this purpose a new movement has been started in the Madras State. School Improvement Conferences have been widely organised to make the local community take an interest in providing improved facilities to the schools and so far about 130 Conferences have been organised to cover about 20,000 schools. Various projects like providing school buildings, play grounds, gardens, educational equipments, library books, etc. have already been implemented to the extent of Rs. 3.91 crores and projects of an approximate value of Rs. 2.13 crores are under implementation purely as a voluntary effort by the community without any State constitution. This movement has created good enthusiasm amongst the people and the rich and poor have come forward to contribute their mite for the benefit of the children. All this has become possible of achievement mainly because of the enthusiastic efforts of the teachers. It has also brought the community, the teachers and the school into intimate contact with each other and this has created a very healthy atmosphere for the progress of education. Ultimately education can progress and become widespread only when the community as a whole takes an active interest in the programme and the teachers can play an effective part in bringing about this community participation.

While we make education more broad based, it is necessary to ensure that standards are maintained. For that purpose teachers and the students should be provided with the necessary tools for this purpose. In this respect, my own view is there are great deficiencies which require immediate rectification. One aspect of this problem I

would like to lay stress upon and that is the preparation of good text-books, particularly for the primary school children. There is an impression that the preparation of text-books for the primary classes could be done by anybody and everybody and it does not require any special knowledge or skill. In my opinion, most of the text-books available for the primary classes in this country are of a very poor quality both in their contents and in their printing and get-up. During my recent visit to U.K. and other foreign countries, I found that a good deal of research work had been done in the preparation of text-books for young children and the books had been printed on high quality paper with good and attractive colour pictures. The get up of the book is such that it would attract the attention of any child. In addition to that, even for the primary book, well-thought-out guidance for the teachers in respect of each lesson has been provided so that the teacher is enabled to teach the children in the most efficient way. There are many factors in our country which stand in the way of quality production of text-books. Perhaps one main reason for the poor quality of our text-books is that too many concerns with scanty resources take up the production of these books and one is not sure whether any particular book will be selected or not by the concerned authorities and therefore there is a disinclination to invest any large sum for the preparation of text-books. The quality of paper used is very poor, and the printing techniques also are not of high quality. Competent artists are not engaged to draw the pictures. All these contribute to the poor quality of the text-books. It is necessary to take immediate steps to rectify these defects. We may perhaps constitute at the various regional levels research bodies to evolve proper methods of production of good and proper text-books. The problems relating to primary education itself are so enormous that unless we devote sufficient attention to these various aspects, it may not be possible to achieve the results we desire.

Secondary education occupies a key position in any edcational scheme. The entire structure of education depends upon the standards we are able to achieve and maintain. There is no doubt that when compared to the standards attained in the secondary schools of some of the western countries, our standards are low. We have to devote particular attention to the teaching of science and mathematics in our secondary schools, not that I minimise the importance of other subjects. Unless a strong base in science and mathematics is built up at the stage of secondary education, it would be almost impossible to have efficient scientific and technical education at higher levels. Deterioration in standards of science and mathematics in Universities and Colleges are, in my view, due to this initial weakness at the secondary level.

It is also necessary to have a clear conception of the role the school has got to play in the process of educating our children. To teach the children, the three R's is the basic and necessary function of a school. To the extent the children do not attain proficiency in the three R's, to that extent the school fails to fulfil its fundamental purpose. But the teaching of the three R's is not an end itself. In the process of teaching the child to read and write, the child has got to be given the training to face the problems of life successfully. This training and equipment of the child is bound to vary according to the conditions in which the child will have to live and function so that the child may become a useful and effective citizen of the community. This aspect has to be borne in mind particularly in a fast changing world due to progress in science and technology. It was just fifteen years ago that the era of the atomic age was ushered in by the dropping of an Atom Bomb on Hiroshima. Since then vast and far-reaching developments have taken place and human space travel is

becoming a near possibility. Today an individual has to function not only with reference to his own family or his village, or even his country but with reference to the entire human family. Slowly but steadily a world community is coming into shape and a world environment is being created. If that be so, the training of the child should have same relation to the widening scope of human functions. Education would fail in its purpose if these factors are not taken into consideration. I cannot stress this aspect better than by quoting a high authority on this subject. " If education lags behind the community it serves, and equips the recruits of civilisation with the obsolete weapons of a past era, it will be failing in its duty. And, on the other hand, if it interprets progressive as meaning the inculcation of a contempt for the great works of the past, it will be failing in an even more serious sense. The school passes on to its pupils facts, skills and ways of behaving and here again it can fail by stressing one of these three too heavily to the detriment of the other factors. " Wisdom lies in striking a healthy balance between the past, the present and the future, between the imparting of facts, skills and character. It will necessarily be an aim of education to preserve order, and yet to do so without hindering change.

This aspect of the function of education is all the more applicable to University Education. It is out of the Universities the leaders of thought would have to come. They should not only be in a position to function in a given environment, but also to change the environment and create new ones. But are our Universities discharging this function ? Unfortunately, the atmosphere in some of the Universities is deplorable. Student indiscipline has become the order of the day. Unless these unhealthy tendencies are curbed and a proper academic atmosphere is created, the future of the country will become dark.

The improvement of the quality of education at any level ultimately depends upon the quality of teachers. And it is also an unavoidable fact that teachers of proper educational qualification and equipment would become available only when their emoluments are made attractive enough. Unfortunately want of resources has always been pleaded as an excuse for the poor scales of salaries of the teaching profession. We have got into a vicious circle of poverty breeding poor quality which in its turn produces inefficiency. It requires a bold stroke to break this vicious circle and unless it is done the crores of rupees which we are spending to day for education may not yield proper returns. This aspect was considered in the recent Education Ministers' Conference but Education Ministers alone cannot provide a solution to this problem unless decisions are taken at the national level and a determined effort is made to implement those decisions. But, in the meanwhile, my appeal to the teachers would be, while they are no doubt functioning under various handicaps, still considering the future of our country, it is their patriotic duty, to put forward their best efforts to improve the quality of education.

I would like to refer to another important problem, the problem of language in education. There has been a good deal of controversy about this, and perhaps, to a certain extent, I myself have been an active participant in this controversy. This is a matter of vital importance and an early and firm policy decision is absolutely essential. It is now generally agreed that our students should possess adequate knowledge of a modern European language and owing to historical accidents that language can be only English in our country. It is therefore important to take all necessary steps to give our children a sound knowledge of English. But, in this connection, it is interesting to note that the Secondary Education Commission reporting in 1953 did not consider it necessary to recommend the study of English as a compulsory subject at any stage of school education.

No doubt the Commission consisted of eminent educationists, but the political trend at that time was against the continuance of English, and perhaps in accordance with that the recommendation was made. But regarding the language of administration, the more conservative opinion that English also should continue to be used as the official language at the Centre even after 1965 gained acceptance, and such an acceptance was made possible by discussions and decisions at a political level. It is only after this, the academic opinion also veered round in favour of English and began stressing its importance. But the Madras Government were all along firmly of the view that the provision for the study of English only on an optional basis was inadequate and compulsory provision in all States was essential in national interest. We took the view that this should not merely be compulsory, but should start at as early as a stage of education as possible, and we have also taken steps for the improvement of teaching English in schools by organising retraining for the teachers of English in all the schools of the State. Hence, as far as the study of English as a language is concerned, it has been my consistent view that it should be made compulsory and in order to gain an adequate knowledge of that language it is necessary to start it as early as possible. That is why in Madras today English is being taught from the fifth standard onwards, and the possibility of beginning the study of English in the fourth standard is being explored.

But the main controversy has centered round the medium of instruction. The recommendation of the Secondary Education Commission was that the mother tongue or the regional language should only be the medium of instruction throughout the Secondary school stage subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education. As a matter of fact, this had become the accepted policy of all the State Governments even prior to 1953 and this is the policy now in vogue in all the States ; and I do not think there is anybody now who advocates the change of medium into English at the Secondary level.

As far as the University Education is concerned, it is generally mentioned that the weight of academic opinion is in favour of the retention of English as the medium of instruction and that only misguided politicians are anxious to change the medium into the regional language. This requires a little bit of scrutiny. As early as 1939, this problem was considered in the fourth quinquennial Conference of Indian Universities which was held in Bombay in March 1939 and the following resolution was passed :—

"Resolved that, in the opinion of this Conference, the medium of instruction at different stages of education upto and including the Degree Course should, as far as circumstances permit, be the mother tongue of the students."

The problem continued to be examined at an all-India level after independence. The Committee of Vice-Chancellors of Indian Universities appointed by the Government of India to consider the question of medium of instruction recommended in 1948 that English should be replaced by Indian languages as the medium of instruction at the University stage during a period of five years from 1948, that Universities should, within this period, adopt the language of the State or Province or the region as the medium of instruction and examination and that, after the period of five years from 1948, English should cease to be the medium of instruction and examination. This recommendation was communicated by the Government of India to all the State Governments and Universities with a request to take steps to replace English as the medium of instruction at the University stage by gradual stages during the period of five years from 1948 and to adopt in its place the language of the State or the region as the medium of instruction and examina-

tion. Meanwhile, the University Education Commission, probably the most distinguished of the bodies that have gone into the question of University Education in recent years was appointed, and it observed as follows :—

"Higher education is the door through which some of the educated youth will pass into Federal services and Federal politics. But much the greater proportion will remain in the provinces. Both from the point of view of education and of general welfare of a democratic community, it is essential that their study should be through the instrumentality of their regional language. Education in the regional language will not only be necessary for their provincial activities, it will enable them to enrich their literature and to develop their culture. Educated naturally in the regional language, they ought to achieve higher standards of learning and of thought, and should be able to give a powerful stimulus to research and extension of the boundaries of knowledge. Equipped with the requisite knowledge of the Federal language, the provincial students will have no difficulty in joining institutes of an All-India character, and the provincial scholars in undertaking to teach them."

And their final recommendation was that for the medium of instruction for higher education, English should be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties ; and that higher education be imparted through the instrumentality of the regional language with the option to use the Federal language as the medium of instruction either for some subjects or for all subjects. At no stage has any Committee or Educational body considered that the change of medium at the University level would be injurious to the interests of the country.

The real difficulty facing the University students is the change-over to a different medium at the University level after having studied all the subjects in a different medium during the Secondary School stage. The difficulties the students experience in adapting themselves to the new medium are quite obvious. This has to be further considered in respect of the changed pattern of education at the Secondary and University levels which have already been brought about.

In my view, the abolition of the Intermediate course of two years in the colleges without changing the medium of instruction at the college level was a serious mistake. Today, the student is called upon to get himself adjusted to the change of medium during his pre-University Course. Obviously this is not possible for a majority of the students. And perhaps, if the pre-University Course is a permanent pattern, it may be possible to make some adjustments and make the task of the student a little easier ; but it is envisaged, and the change-over is taking place in many of the States, that the pre-University Course should get merged in the higher secondary course wherein the medium of instruction will be the regional language. So, after the abolition of the pre-University Course, the students will have to straightaway enter the Degree Course, and will have to switch over to the English medium. This is bound to lead to serious difficulties for the students and consequent deterioration in the standards of University Education. The position of the student entering a Technical College becomes even more difficult. A student passing a higher secondary examination will straightaway get admitted into a Technical College, but will have to study all the subjects in English. This will almost be an impossible task ; but it may be said that the Technical Colleges will have to provide for the teaching of the English language. Certainly a Technical College is not the proper place for the study of languages. At the same time, we have got to accept the fact that the regional languages are not sufficiently developed to take the place of English at the University level. There are not sufficient number of text books and reference books available in regional languages. These

are the various aspects which have to be taken into consideration in arriving at a decision regarding the medium of instruction. It may be useful if I place before this Conference, the attempt made by the Madras Government to solve this naughty problem. I give below an extract of a G.O. issued by the Madras Government on the 14th of April 1959 which explains the policy of the Madras Government and also sets out the steps undertaken by the Madras Government in this regard. In 1955, the Madras Government in its memorandum to the language commission posed the problem thus :—

"There is a conflict requiring reconciliation, between two different objectives, viz., the need for raising higher educational standards and the need, also, to develop the potentialities of the mother tongue as the vehicle of culture. The Government of Madras have not yet taken a decision on how this reconciliation is to be effected. Present indications are that the answer will have to be found;

I. First, in making a distinction within the field of higher education between scientific and professional education and education in the "Humanities", and, on the basis of this distinction (a) taking active steps to bring about an early change in the medium of instruction in colleges so far as the latter is concerned ; and (b) continuing to use English as the medium of scientific and professional instruction in colleges, at any rate, without change until 1965 ; and

II. Secondly, while continuing to maintain English as the Second Language and subject of compulsory study in Secondary Schools, to undertake all practicable measures for improving the efficiency of instruction in the study of that language".

The G.O. further proceeds to state :

"This question was discussed by the newly constituted Tamil Development and Research Council where the view that a beginning should be made with Tamil as the medium of instruction in the reorganized B.A. degree courses found almost unanimous acceptance. The question has been further discussed with the Vice-Chancellors of the two Universities in the State and their advice taken. As a result of these discussions, Government wish to reaffirm explicitly their policy in the matter as set out in the Memorandum presented to the Official Language Commission and declare that English will continue to be the medium of instruction in respect of all University degree courses except the reorganized B. A. degree courses and that no change in this respect will be considered, until the two following conditions are satisfied, viz., (i) the changeover should be demonstrated to have been successful in respect of the B.A. degree courses ; and (ii) an agreed decision on the nature of the changes (if any) to be made in respect of any other University degree course should be taken on a co-ordinated basis for all Universities in India.

"The medium of instruction of the reorganized B.A. degree courses in the State will accordingly be changed to Tamil. It is obvious that the best time schedule for this change will be one which will link it with the reorganization of Secondary Education. This is due to commence in the academic year 1959-60 and the first batch of pupils admitted to the new VIII Standard during that year will complete the new XI Standard in the Higher Secondary School (as the equivalent of the Pre-University course in colleges) in 1962-63. Those students of this batch who are declared eligible for admission to the B.A. degree course will therefore constitute the first batch of pupils for whom institution will be available in the Tamil medium in the colleges of the State. That is to say, the change will be made from English to Tamil as the medium of instruction in the B.A. degree course during 1963-64 for first year of the course, during 1964-65 for the second year of the course and during 1965-66 for the third year of the course. At the end of the Third Five-Year Plan, the first batch of pupils will get their B.A. degrees after completing their entire education in

schools and colleges with Tamil as the medium of instruction.

"It will be open to private colleges to continue to provide English medium instruction in the B.A. degree courses even after this change-over is effected; but no grant will be payable by the State Government in respect of such courses.

"Government wish to make it clear that the study of English as a subject will continue in the new Tamil medium B.A. degree courses and emphasize that the standard in this subject will be, as it is at present, the same as in Part I of the reorganized B.Sc. degree courses.

"In order to commence the change-over during the year 1963-64 all necessary preparations will have to be completed before the end of 1962-63. The adequacy of these preparations should be demonstrated by the fact that those who have made the preparations have actually succeeded in providing the instruction in Tamil successfully for all the three years of the B.A. degree courses; Text-books, Technical terms, Instructional machinery and procedure should be evolved in the actual process of imparting instruction in the Tamil medium. To this end, a "Pilot College" will be organized. The change-over will be introduced in the first year in the B.A. degree course during the year 1960-61 in "Pilot College" and extended to the second year and third year in the same College. In the process of imparting instruction in the Tamil medium in this college, all the preparations necessary for the change-over to be made throughout the State during the year 1963-64 will also be carried out. Government have decided that the Government Arts College, Coimbatore, will be the "Pilot College" where the change-over will be introduced in 1960-61".

You will find that the Madras Government have not only made a planned approach to this problem but also a cautious approach so that the educational standards do not in any way deteriorate in the process of change of medium. Since the decision to introduce the 'Pilot Scheme' in the Coimbatore College was taken, many text-books in Tamil have been brought out and many more are under preparation. Persons in charge of this project are full of enthusiasm and confidence and the same spirit prevails amongst the teachers and students also. I would gladly welcome any comments which this Conference may make on the Madras Government's policy and the method of its implementation, because I do realise this is a matter of very great and vital importance and all shades of opinion are entitled to be considered in arriving at a proper decision.

In my address to the Conference in 1957 as the Chairman of the Reception Committee, I have stressed the necessity for a planned approach to the development of education at all levels including elementary, secondary, collegiate and technical education. Unless a co-ordinated and comprehensive picture is kept in view, action taken in one sector may not fit into the pattern in another sector. In the context of planning, it is necessary not only for the Governments to function within the frame-work of the Plan, but it is also necessary for the Universities to function within the limits of the Plan particularly with reference to the financial resources. Further, the Plan itself sets the various targets for training of the man-power required for the implementation of the various projects. Under the circumstances, the necessity for an All-India integrated educational plan cannot be overstressed.

I have expressed my views on certain matters quite frankly. That does not mean that you should straightaway accept those views. My only plea is that you should give sufficient consideration to the various points I have expressed and I hope and trust that the deliberations of this Conference will lead to formulation of proposals which would be conducive to the educational growth and development of our country. Let me wish this Conference every success.

PROBLEMS IN EDUCATION *

K. KURUVILLA JACOB,
Headmaster, Madras Christian College High School

During the last decade there has been a very great expansion in education in India. At the same time there has been a marked fall in the quality of education. It may be said that a general fall in the average standards in quality is an inevitable consequence of the rapid and vast expansion. But with wise planning and determined effort the deterioration can be arrested. In this great task the teacher organisations have a great responsibility, for they know more than anyone else the causes for the fall in standards and they can with first hand experience suggest methods for improving the situation.

It is very important that the children and the youth of the country should get efficient education, because on that depends the happiness of the people and the prosperity of the country. We have also to remember that our children are also citizens of the world and their education should be comparable in standards to that in the progressive countries. For making suggestions for improvement we should try to know clearly the defects in the system of education. At this meeting we shall focus our attention on some of these and try to make recommendations for improvement.

Primary Education

(a) The Madras Government have accepted the plan of a 7-year elementary or primary education from the age of 5. This phase of education may be divided into two stages for the sake of efficiency, convenience, and psychological needs of growing children.

A. Infant School	..	3 years (standard 1 to 3)
B. Primary School	..	4 years (standard 4 to 7)

In the first two years of the infant school, unless the children can be provided with facilities for play and rest during a part of the school day, it will be better to limit their school hours to 3 hours a day. It is cruel to keep these young children in crowded, class rooms with uncomfortable seats, subjected to dull lessons when their counterparts in other countries laugh and play and rest.

(b) The primary school classes — Standards 4 to 7 should be made available for all children of school age as early as possible because it is wrong to leave the children without schooling during the period of adolescence

(c) The essential principles of Basic education such as the practice of healthy living, practice of self reliance, practice of cultural and recreational activities should be a part of primary education. The emphasis on correlation should be natural and not overstrained.

(d) The provision of crafts in primary schools should be for their educational value and the productive aspects should be considered only at higher stages of education.

(e) The syllabuses should be revised and unnecessary over-loading should be avoided. The basic tools of learning — the 3 R's. should be mastered and there should be standardised tests of achievements to ensure certain minimum attainments by the end of the 5th standard.

(f) It is good to end the distinction between 'Basic' education and ordinary education. The aim should be to provide good primary education without labels.

* Speech delivered on 20-1-1961 at the meeting of the Madras Teachers' Guild Council.

Secondary Education

It will be good to define what is secondary education. In many countries, it is defined as all types education provided for pupils of the Secondary School Age group. In India Secondary Education has in the past been identified with academic college preparatory courses after the five or four year primary education. As education upto the 7th standard i.e., age 13 is being planned as the common primary course, secondary education may be considered as education of all types after the 7th standard upto the entrance to the University or other institutions of higher learning or training. The Multipurpose schools of India should be made more comprehensive so as to include vocational and semi-vocational courses.

In most of the progressive countries of the world, entrance to the Universities is after the age of 18 and the standards of attainments at the end of the High Schools are much higher than in India and the students in the Universities are more mature physically, intelectually and socially.

The Secondary Education Commission was right in recommending that there should be 12 years of schooling before entrance to the University ; but it was not right in recommending that all those who wanted secondary education after the middle school should have an integrated four year course. There are pupils who want secondary education of one type or other after the middle school or basic education, who do not need and cannot benefit by a four year higher secondary course. Therefore it is right that the end of the 10 year school should be a terminal stage. The present arrangement of a one year higher secondary course after the 10 year school is not adequate to bring pupils to a proper standard for University entrance or for preparation for a vocation. So it is desirable that the pattern of secondary education should be modified to provide for a two-year higher secondary course. This two-year stage can be planned to be comprehensive including (a) College preparatory courses (b) Semi-vocational courses and (c) Vocational courses. The total number of years involved in completing education upto the first degree of the University according to this scheme is only 15 years which is the same as what Madras has been having all these years. When it is recognised that the general standards of education in the schools and colleges are falling, as teachers we should advise the authorities and the public that it will be wrong to reduce the total number of years of study from 15 to 14. The pattern suggested, that is 7 years of primary school + 3 years of High School + 2 years of Higher Secondary (or Junior College) will solve many of the practical difficulties which have been noticed in the past few years.

Syllabuses

Most of the syllabuses that were prepared in 1958 are defective. They are

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unbalanced, over-loaded and not prepared according to the needs and possibilities of pupils.

Text books

The text books are very important aids in the class rooms. Unfortunately many of them are poor in content, method and get up. Unless the syllabuses and text books are of good quality the work of the schools cannot be efficient.

Examinations

In most of the progressive countries of the world 60 per cent is the minimum for a pass in a subject. Here 35 per cent. and even 25 per cent. are accepted as the minimum. Inspite of this the percentage of passes in the public examinations is only about 50 per cent. In some countries anything less than 90 per cent. pass will be considered as a very serious failure. The children in our country are not less intelligent than those in other countries. It is very necessary that teachers should find out the causes for this unhappy situation and seek suitable remedies. It is unfair to the pupils that they should be given education in which efficiency is so low.

Overcrowding

During the last few years the strength of the classes in most of the schools has been allowed to go up to 50 and even more. It is not possible to give efficient education with such large numbers. One of the first things the Government should do is to bring down the strength to at least 40 per section by providing more accommodation and more teachers.

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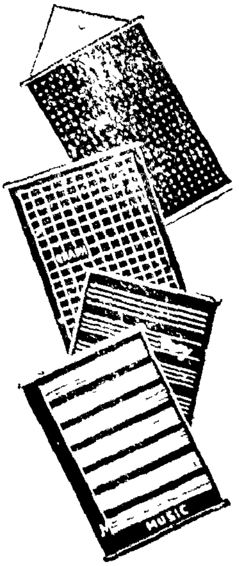

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DAILY RECORD OF A CASE HISTORY.

S. JAGANNATHAN, Saidapet.

(Continued from previous issue)

M. D.

9— 1 Repeats closing and opening, window.

Calling the moon in the sky.

9— 3 Lovingly looks at cow and calf eating grass. Walks on all 4's greater distance. While crawling on 4's, raises right knee for not getting it injured.

9— 5 Responding to a call by இம், as if 'here', 'yes'. To Beach. Looks up at the sky and beckons to the moon.

9— 6 Plays well in band-stand. To Vasantha Utsavam Lighting and decorations — Loves to sleep on floor.

9— 7 Closing and opening fingers in calling others. Seen to-day — Responding to a call by இம் also noticed. Watches intentively a kite (bird) flying over head in the sky. Looks at water sprays while washing cloth.

9— 8 Had a bath after 6 days of cough and vomitting. Feels better — Long and continued prattles யயா, வ, வா; அப்பா — repeated number of times. Runs after mother when seen near. Starts crying at the very sight of father preparing to go out.

Removes cloth when covered over his face, also from other's faces — Looks for umbrella when hidden behind, by coming round — Likes to stand by a prop all by himself —. Wants to play with sisters — Tendency to bite with his teeth.

M. D.

9—10 At the mention of father, looks about, finds and smiles at him. When rebuked, puts on a cross face, retaliates by raising hands towards face.

9—11 "தப்ல்", "தப்ல்" — repeated number of times: also நம், நம். Plays with 4 new children without any feeling of strangeness in the Park. By lying on the seats in the Park, pulls up grass with great force.

Passes on fingers over a bead frame in imitation of mother.

9—12 -do- Does it himself. When the frame is shown over the window, raises up and raises hand to reach the frame. 'தப்ல்' repeated.

9—13 Feeling of restlessness and uneasiness in a new house (Dr. Venugopal) Having come out, was natural — Eruptions due to heat.

Shows contortions in face while tasting, biting a mango seed.

9—14 Gets hold of the umbrella with both hands on the way to potter's house. Tries to snatch his brush from his hand. த்தே, இத்தே, but not often.

Exhibits signs of fear while sea water touched his feet in the beach. Clasped father in fear.

But calmly looks at waves. Holds the palmyrah fan with its handle and waves it.

9—15 Standing on the swing board. Puts on a merry look and

M. D.

just after a bath — Snatches the handle of the bucket while bathing and would not leave the hold even though he is to be taken in.

9—16 Rubbing off கோலம் at the Pooja place.

9—17 Beckons to a dog by his fingers though the dog was far way, but however caught his notice.

Does not allow any foreign matter to get into his throat (Cocoanut, green, paper). But gets it vomited along with milk at the time of feeding. (has been noticed for 2 months.)

9—18 Stops the spinning top.

9—19 Plays hide and seek with father in the Kitchen.

9—20 இந்தே, இட்டா repeats. Latter not quite clear. At the mention of ரயில், gives a very quick turn and looks for the train.

9—22 Takes hold of the cycle pedal-stands and rotates it.

9—23 Application of ointment, mixture and powder for internal use for heat eruptions. Gets hold of the window bars, stands, sits and repeats both. Also moves from left to right by holding the bars and moving hands from bar to bar.

9—24 In a jovial mood — Eruptions and wounds healing—Much talking.

9—26 Good improvement in healing: Increased activity.

M. D.

9—27 More rapid walking on all 4's. The two children go one behind the other. One leading the other following.

9—28 -do- Also today—shrill sound in sleep.

9—29 Crosses the front door-way and gets down to the very first step in the street.

Plays hide and seek with brothers and sisters, by hiding in a corner and coming out.
ஜே ஜே, தவலே தவலே something similar.
இத்தே — in evidence.

Shrill and shrieking sound.

Simultaneously with the flowing of saliva newer and newer baby talk pours forth.

Sucking through the noozle.

Going to the same corner — burrowing the same hold —Boring the same pit. Looking for the pit in the pial slide சாய்பலகை— Associating father's dressing with the desire for an outing.

Looking image in mirror — Turns back and sees the real personages.

Twins the ornamental pieces in the chain and makes a screaching noise.

Repeats above — Remonstrates at times of bath and feeding.

9—30 Saliva flowing — இன்னு. Bites eatables தேன்குழல் Does not swallow.

M. = Month D. = Day

THE SOUTH INDIA TEACHERS' UNION

Detailed Memorandum submitted to the Secretary to the Government, Ministry of Education, Government of Madras, by the South India Teachers' Union, with regard to the revised scales of salaries and allowances for Teachers in the State and their implementation.

The South India Teachers' Union, as approved by the Executive Board of the Union and suggested by the members of the Union from all over the State assembled at the Extra-ordinary Conference of the Union held at Tanjore on 30-12-1960, submits the following points in detail for favour of kind consideration and orders.

While thanking the Government for the revision of scales of salaries of teachers with effect from 1-6-1960, the Union wishes to point out that the principle of Parity as among teachers of the same qualifications serving under different Agencies needs to be extended in the matter of HOUSE-RENT ALLOWANCE, MEDICAL CONCESSIONS and TEMPORARY INCREASE IN PENSIONS, which would together cost not more than about eleven to twelve lakhs of rupees a year. The Union sincerely hopes that this demand for PARITY in respect of allowances would be granted in recognition of the fact that all teachers, irrespective of the Agencies under which they are employed, are rendering the same kind of service to the Nation.

SCALES OF SALARIES

The following points with regard to the revised scales of salaries need urgent consideration :—

Lower and Higher Grade Teachers : The minimum salary of Rs. 100 accepted for a white-collared job is necessary in the case of these teachers, who mould the future citizens at the most impressionable age, and the rate of increment per year needs liberalisation to at least Rs. 3.

Secondary Grade Teachers : These teachers, though equipped with a training of a duration of two years after a pass in the S.S.L.C., are treated on a par with the ministerial service, for which the minimum qualification is a mere S.S.L.C. Teachers have to serve throughout on the same scale, while promotion to higher scales is possible in the case of members of the ministerial service. These teachers handle classes to the end of III Form, after which the B.T. grade teachers take charge. It is but right that these teachers and other teachers placed in this grade are placed at least on the scale of Rs. 125-5-175 with a selection grade for one-third of them reaching to Rs. 200. The adoption of such a new scale would rectify the anomaly of decreased rate of increment from Rs. 4 to Rs. 3 in the latter years of service in the case of these teachers.

B.T. Grade Teachers : While welcoming the protection given in the form of Personal Pay to such of those as may get less emoluments at any future point of time in the new scale, these teachers prefer to have option as in the case of Gazetted Officers—option to continue in the old scale till it is advantageous to them. Selection grade for one-third of the teachers rising up to Rs. 375 is highly necessary to benefit the seniors in service and the Assistant Headmasters.

Language Pandits : The insistence on service on 1-1-1948 takes away the benefit from many Language Pandits, especially the Hindi Pandits, on account of the introduction of Hindi comparatively very late in Higher Forms. The insistence on a work of

17 hours in Higher Forms practically nullifies the benefit of I grade and all Pandits with I grade qualifications in the post 1948 period need to be paid I grade salaries on the B.T. scale, irrespective of the classes or periods handled.

Headmasters of High Schools : The responsibilities of the Head of a High School are equally great in the case of all High Schools, irrespective of the Agency that may run the High School and irrespective of the strength of the High School. That is the reason why the Union has been insisting on the need for a uniform scale of salaries, with variations only in allowances based on the strength of the Institutions. The scale of Rs. 300-15-450 is needed in the case of all Headmasters with a Headmasters' allowance according to the strength of the institution.

Headmasters of Elementary and Middle Schools : The Headmaster's allowance in the case of all elementary schools inclusive of those run by Aided agencies, where the allowance in force in local board schools is payable, needs liberalisation to enable the Head of the Institution to maintain his status, and this allowance is very essential in the case of Headmasters of Middle Schools also.

Physical Training Instructors : The Physical Training Instructor of the Higher grade has one-year special training over and above the Secondary grade training and deserves the scale of Rs. 125-5-175 plus a decent allowance. The revised scale of Rs. 90-4-110-3-140 plus an allowance of Rs. 5 is very discouraging in their case and needs revision to at least the above limit. The qualifications expected, the nature of the work and the classes handled by them justify such a revision.

Commercial Instructors : These instructors work in upper forms and have to do extra hours of work. They were already drawing salaries on the scale of Rs. 60-4-100, for which the corresponding scale is Rs. 125-5-175. Hence, the Union appeals for the scale of Rs. 125-5-175 in respect of these Instructors.

Engineering Instructors : The difference in special pay as among Instructors of the same qualifications differing in experience needs removal, as the Senior Instructor must always draw a higher salary by virtue of his service. The special pay may be made Rs. 35 in both the cases, viz., Engineering Instructors and Assistant Engineering Instructors.

Manual Training Instructors and other Specialist Teachers placed on the Secondary Grade Scale : These teachers, some of whom had been reduced from the scale of Rs. 60-4-100 to Rs. 50-2-90 during the last few years, deserve sympathetic consideration by the Government and their salaries need liberalisation to the scale of Rs. 125-5-175 plus a special pay.

Non-Teaching Staff : The fact that there are already Senior Clerks working on the Upper Division Clerk's scale in big institutions has to be recognised and posts in the Upper Division Clerk's scale at the rate of one for every five hundred of strength of the High School are highly necessary.

PROCEDURE IN FIXATION

Weightage (in general) : The question of weightage decides the full benefit or otherwise of the revised scales. Seniors, though not entitled to point to point weightage, should have the benefit of the four increments (accepted by the Government) for their service of twelve years and over.

Teachers, by the very nature of their appointment, can only be teachers throughout their service and cannot rise up to different promoted positions and posts like the members of the ministerial services. As such, application of the rules for fixation should be interpreted liberally in their case and service for purposes of weightage should be taken to mean the total

service of a teacher in recognized schools. A teacher, under the prevailing conditions and the conditions of service that have been in force upto now is liable to have service :—

(i) in different institutions with breaks ;

(ii) under different Agencies with breaks ;

(iii) in different cadres (as Higher and Secondary grade, Secondary grade and B.T. grade, II grade Pandit and I grade Pandit, Secondary Grade Teacher and Pandit, etc.), by virtue of his successful efforts in qualifying himself further ;

(iv) in different scales of salaries as per revision of salaries made from time to time or the scales of salaries adopted by the different institutions he might have served under ; or

(v) in different grades of institutions as Elementary and Secondary School under the same or different Management.

Thus, the teacher has been working under conditions completely different from those prevailing in the ministerial service and his total service is to be taken into account if weightage, as sanctioned by the Government, is to benefit him. Orders from the Government that the total service should be taken for weightage, as is done for purposes of pension, are hence necessary.

Weightage (with regard to Elementary School Teachers) : Secondary grade teachers who are in charge of classes I to V of elementary schools, and who have been in service from a date prior to 1-11-1956 need to be given weightage for their total service in accordance with the principle recognized that such pre-1-11-1956 secondary grade teachers should not get affected in their prospects. The recommendations of the Pay Commission as accepted by the Government, do guarantee a minimum rise of rupees five in the total emoluments and this benefit also must be made clear to the officers in charge of fixation of salaries in the case of these teachers. Now that the grant scale and the salary scale are the same, the fact that weightage should be given on the new grant scale, treating it as a salary scale, needs to be made clear.

Option : Orders in respect of teachers under Local Bodies that the increment that fell due on 1-6-1960 should be taken into account before fixation need to be extended to Aided Institutions also, if not extended so far. Even such orders cannot give relief to such of those whose increments fell due after 1-6-1960. Such teachers have to lose the increment due for the previous year's work. This point, as also the anomaly of lower salaries in the revised scale at any future point of time, will be solved if the right is given to teachers to opt for the old scale as long as it is advantageous to them. The Union appeals to the Government to grant this right of option to teachers.

Benefits (in general) : The Union, while realising the fact that the recommendations of the Pay Commission as accepted by the Government are there to benefit the teachers over and above what they were paid already in the form of salaries and allowances, requests the Government to make it clear to the Managements that allowances as Duty allowance in the case of Headmasters, Special allowance in the case of II grade Pandits handling 12 periods in Higher Forms, the allowance of Rs. 10 in the case of Secondary grade Physical Training Instructors and other such allowances are to be paid as hitherto ; that the benefits are to be conferred on all teachers who were in service on 1-6-1960 including superannuated teachers and that duty allowances should continue in the case of Headmasters of Municipal elementary schools promoted as Supervisors.

Benefits (Secondary Grade Teachers in Higher Grade posts) : Secondary grade teachers working in Higher grade posts on account of the introduction of the scheme of SANCTIONED POSTS are unable to get the Secondary grade scales of salaries as per the revised scale and the full benefits due for their qualification. The Union earnestly requests that orders may kindly be issued treating all posts occupied by Secondary grade teachers as Secondary grade posts.

Benefits (Aided Elementary School Teachers who were paid direct by the Government for one year from 1-6-1959) : Aided elementary school teachers who came under direct payment by the Government for a year got their salaries reduced as per a Government scale introduced before such payment. The salaries as per Service Register need to be taken into account for purposes of fixation to enable these teachers to get the full benefits of the recommendations of the Pay Commission.

GENERAL

The Union appeals to the Government to issue favourable orders on the above points and also recognize the claim of teachers for PARITY with regard to HOUSE-RENT ALLOWANCE, MEDICAL CONCESSIONS, TEMPORARY INCREASE IN PENSIONS, QUARTER-PENSION FOR B.T. GRADE TEACHERS and PENSION TO THE NON-TEACHING STAFF (inclusive of inferior servants) in non-Government institutions.

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He joined duty as Headmaster of the P. K. Nadar's High School Tirumangalam, Madurai District, in June 1941 and has continued as such till now except for a short break of one year in 1958-59 when he was Headmaster of the N. S. High School, Theni, Madurai District.

He has been a member of the Text-Book Committee since 1950.

He was a member of the Secondary Education Board for three periods from 1946 to 1957. He was a member of the Assessment Committee of the post-Basic Schools in Madras State for three years from 1958 to 1960.

He also had the privilege of being one of the six members of the Alagappa Chettiar Committee on Elementary Education and he wrote a dissenting minute pleading for the abandonment of Basic Education.

He is now the President of the Association of the Heads of Secondary Schools in Madurai District.

OUR BOOKSHELF

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Work, Wealth and Wages: By ROW and WREN. Second Edition. (*Hindi and Tamil Editions also.*)

Six Short Plays: For use in Schools and Colleges. By W. TURNER, M. A. Second Edition.

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FROM OUR ASSOCIATIONS

MANAMADURAI

The Teachers' Charter Day was observed this year on 19-11-'60 by the Masters' Association, O. V. C. High School, Manamadurai. The Headmaster Sri N. S. Ramachandran B.Sc., L.T., who presided over the meeting read the whole charter and explained its salient features. A lively discussion followed. At the end the teachers took the pledge to accept the responsibilities and to strive for the acceptance of the rights as enunciated in the Charter. A resolution was also passed requesting the Government to make statutory provision with regard to security of service of teachers in aided institutions on a par with Government servants.

NAGAPATTINAM

The general body meeting of the East Tanjore District Non-Teaching Staff Association was held in the premises of the National High School at Mannargudi on Wednesday the 28th December 1960 under the presidentship of Sri K. Sethuram, National High School, Mayuram.

Members from Nagapattinam, Nagore, Mayuram, Sirkali, Nidamangalam and Tanjore attended the meeting.

M/s. M. D. Srinivasachari, Secretary, Madras State Clerks Association and S. Ganapathy, Secretary, Tanjore District Teachers Guild attended the meeting on special invitations

Sri V. Srinivasan, B.Sc., B.T., Headmaster, National High School, Mannargudi addressed the gathering about the necessity of extending the pension scheme to the Non-Teaching Staff of Aided Secondary Schools in this State. M/s. M. D. Srinivasachari and S. Ganapathy also spoke about the grievances of the Non-Teaching Staff of this State.

The following office bearers were elected for the year 1961 :—

President :

Sri K. R. Balasubramaniam, Head-clerk, National High School, Mannargudi.

Vice-President :

Sri K. Sethuraman, Head clerk, N. H. S., Mayuram.

General Secretary :

Sri V. Narayanasami Iyer, Head-clerk, N. H. S., Nagapattinam.

Asst. Secretary :

Sri N. Vaidyanathan, Head clerk, C. S. I. H. S., Nagapattinam.

Treasurer :

Sri K. Nagarajan, Cashier, N. H. S., Nagapattinam.

FABRICIUS HIGH SCHOOL OLD BOYS ASSOCIATION, MADRAS

On 19-1-1961 Sri K. S. Swaminathan, B.A., L.T., Principal, Fabricius High School, Purasawalkam was felicitated on the completion of his 25th year of service as a teacher and social worker and was offered the coveted honour of receiving "Ponnadai" from a grateful public.

Sri G. Krishnamurthy, M.L.C., President of the S.I.T.U. and the Madras Teachers' Guild presided. Sri N. R. Sadagopan who offered the *Ponnadai*, Sri T. Chengalroyan, Sri C. N. Annadurai, M.A., M.L.A., Sri S. C. C. Anthoni Pillai, M.P., Sri. S. Narasimhan, B.A., L.T., Headmaster, Sir M. Ct. M. High School and Sri T. Chengalroya Pillai, B.A., L.T., Headmaster Pachaiappa's High School and others referred to the manifold activities of Sri K. S. Swaminathan. Sri K. S. Swaminathan was greatly overwhelmed with the love and esteem extended to him by the public, thanked them and the committee of hosts for the felicitation and assured them that he would strive hard to serve the cause of education to the best of his ability.

Sri D. S. P. John, B.A., L.T., Assistant Headmaster of the school presented Sri K. S. Swaminathan with a silver plate and cup on behalf of the Staff of the school as a token of their love and esteem. Sri K. S. Swaminathan was profusely garlanded by his admirers and well wishers and was the recipient of many a present from them.

ONE-RUPEE APPEAL

The Union acknowledges with thanks the receipt of money orders from the Teachers noted below in response to the 'One-rupee' appeal issued to the Teachers in the State.

(upto 16th February 1961)

	Rs.
21-1-1961	
The Secretary, Teachers' Association, V.S.S.M. High School, Kurichi-Podanur, Coimbatore District. ..	13
The Secretary, Teachers' Association, The Middle School, Tiruvanaikoil, Trichy-5 ..	5
Mr. P. John Rose, K. Velayudham Nair, V. Sukuraman Nair, Vishnakseran Nair, V.V. High School, Irnipuram, Killiyoor P.O., Kanyakumari District.	4
24-1-1961	
The Secretary, Teachers' Association, Board High School, Kaveripauk, N. Arcot Dt. ..	1
Mr. P. John Swami Pillai, A. C. High School, Madurai-2. ..	1
25-1-1961	
The Headmaster and President, Teachers' Association C. S. I. Community High School, Erode, Coimbatore Dt. ..	5
28-1-1961	
The Secretary Teachers' Association, Hindu High School, Madurantakam, Chingleput District ..	20
31-1-1961	
The Secretary, Teachers' Association, Danish Mission High School, Nellikuppam, South Arcot District. ..	10
3-2-1961	
The Headmaster, Zamindar's High School, Turaiyur Trichy District. ..	22
4-2-1961	
Sri M. Subramaniam, Madura College High School, Madura.	1
6-2-1961	
The Secretary, Teachers' Association, Municipal High School, Ootacamund, The Nilgiris. ..	18
9-2-1961	
The Secretary, Teachers' Association, Sri K. G. S. High School, Aduthurai, Tanjore District. ..	7
12-2-1961	
Sri Thangavelan, Tamil Pandit, Board High School, Arimalam.	1
14-2-1961	
The Secretary, Teachers' Association, S. S. Board High School, Rajapalayam, Ramnad District. ..	5
The Secretary, Teachers' Association, K. V. High School, Virudunagar, Ramnad Dt. ..	10
Sri K. V. K. Chari, Hindu High School, Ambur, N. Arcot Dt.	1
15-2-1961	
The Secretary, Teachers' Association, St. John's High School, Palayamkottai, Tinneveli-2. ..	6
The Secretary, Teachers' Association, Sri Ramakrishna High School, Tiruppattur, North Arcot District. ..	15

N.B.: This list is in continuation of the one published in the February 1961 issue.